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A Comparison of the Needs and Values of Experienced Teachers of Special Education and the Needs and Values of Experienced Teachers of Regular Education

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12

A COMPARISON OF THE NEEDS AND VALUES OF EXPERIENCED
TEACHERS OF SPECIAL EDUCATION AND THE
NEEDS AND VALUES OF EXPERIENCED
TEACHERS OF REGULAR EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Donald Anrud Holmes

August 1968

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CHAPTER I

INTRODUCTION

The personal characteristics that are required of a teacher in special education are not well defined and understood. In an address to The 1967 Special Study Institute for Personnel Engaged in Teacher Training in the Area of Mental Retardation, James MacPherson made the following statements:

. . . are we sure that the ability to pass all classes (for teachers) is in any way remotely connected with the ability to teach kids? Is the ability to memorize information in the textbook related to the ability to handle kids--to be an effective teacher? How do we measure this? I am not sure I know. I see this is as a very critical problem (MacPherson, 1967, p. 34).

Later he states:

When we start screening our candidates, (for special education teachers) I do not know what kind of background is best. This is something we should do research on. We have characteristics of teachers that we can follow--studies by Ryans and others--but I think people in special education have to do some research and see what kind of a person really does relate at the level of the retarded child (MacPherson, 1967, p. 34).

Mirian T. Tannhauser states that "personalities and their interaction affect the outcome of instruction more than the content being taught or professional preparation of the students" (1966, p. 82). These statements indicate

the need for research into the personality characteristics of the special education teacher with the hope that the prospective teacher of exceptional children can be better identified. With such knowledge he or she can be counseled into or out of the field, thereby better fulfilling his or her own needs as well as those of society.

Purpose of the Study

In an article written by Reginald L. Jones and Nathan W. Gottfried which appeared in the Exceptional Children Journal, December, 1966, Jones suggested a need for a three pronged program in the research on special education teachers.

This three pronged program is (a) deliniation of the status of certain areas of special education teaching as occupational area, the images held of these areas and their practitioners, and the relationship of the images of special education teaching compared to the images of other occupations; (b) a deliniation of the actual unique characteristics and experiences possessed by special education practitioners, as compared to persons in other occupational areas; and (c) a meshing of data obtained from the two analyses above, taking account of the interactions among variables where appropriate (Jones et al., 1966, p. 257).

In an unpublished Master's thesis, Olson (1968) investigated the second prong of this program by comparing the needs and values of freshmen and sophomores planning to enter the field of special education with those who were entering regular education. Baker (1968) furthered Olson's research by doing a study in which he compared graduating

seniors in special education with graduating seniors in regular education. In addition he compared his results with those obtained by Olson and further, he compared his results with the college normative samples published in the manuals which accompanied the tests.

Both Olson and Baker used the Edwards Personality Preference Schedule and the Allport Vernon Lindzey Study of Values for their comparisons. The purpose of this study was to extend the work done by Olson and Baker by comparing experienced teachers of special education and experienced teachers of regular education. The groups were compared with themselves and then with those samples obtained by Olson and Baker. In addition the samples in the present study were compared with the general college normative samples. A p of .05 was considered significant.

Hypothesis of the Study

The null hypothesis of no significant difference in the needs and values for both the Edwards Personal Preference Schedule and the Allport Vernon Lindzey Study of Values was postulated for each of the following comparisons:

1. Experienced teachers in special education with experienced teachers of regular education.
2. Experienced teachers of special education with graduating prospective teachers in special education.

3. Experienced teachers of special education with incoming prospective teachers of special education.
4. Experienced teachers of regular education with graduating prospective teachers of regular education.
5. Experienced teachers of regular education with incoming prospective teachers of regular education.
6. Experienced teachers of special education with the general college normative sample.
7. Experienced teachers of regular education with the general college normative sample.

Terms Used in the Study

The following terms need defining within the scope of this study:

Needs and values. For the purpose of this study, the term refers to the 15 manifest needs of the Edwards Personal Preference Schedule and the six basic values of the Allport Vernon Lindzey Study of Values.

Special education. This term refers to that area of education designated for those pupils unable to benefit from the regular education programs. For the remainder of this paper this group is referred to as SE.

Regular education. The term refers to that area of education designated for those pupils who are able to benefit from typical academic, and/or social, and/or physical instruction. For the remainder of this paper this group is referred to as RE.

Exceptional children. The term is used to identify those children placed in special education.

Graduating prospective teachers of special education. This refers to those college students enrolled in Special Education 490 (Seminar in Special Education) at Central Washington State College who have completed all other education program requirements for certification in Washington State. For the remainder of this paper this group is referred to as SE-Gr.

Incoming prospective teachers of special education. This refers to those college students enrolled in Special Education 343 (Education of Exceptional Children) at Central Washington State College who did plan to major or minor in special education. For the remainder of this paper this group is referred to as SE-In.

Incoming prospective teachers of regular education. This term refers to those college students enrolled in an Education 307 (Introduction to Education) class at Central Washington State College who did not plan to major or minor

in special education. For the remainder of this paper this group is referred to as RE-In.

Experienced teacher of special education. This term refers to teachers who have spent one or more years teaching special education in a public school district. For the remainder of this paper this group is referred to as SE-Ex.

Experienced teacher of regular education. This term refers to teachers who have spent one or more years teaching regular education in a public school district. For the remainder of this paper this group is referred to as RE-Ex.

Edwards personal preference schedule. This term refers to the Edwards Personal Preference Schedule by Allen L. Edwards, University of Washington, published by the Psychological Corporation, New York, 1959. For the remainder of this paper this term is referred to as EPPS.

Allport, vernon, lindzey study of values. This term refers to the Allport, Vernon, Lindzey Study of Values, by Gordon W. Allport, Philip E. Vernon and Gardner Lindzey, The Riverside Press, Cambridge, 1951. For the remainder of this paper this term is referred to as AVLSV.

Related Research

A review of the literature on the requirements needed for special education teachers has revealed a considerable

amount of material, however, most of the literature is concerned with teacher preparation and relatively little has been done in connection with teacher attitudes, needs or values.

In a study done by the U.S. Office of Education, teachers of special education were asked if they thought they needed personal characteristics different in degree or kind from those needed by teachers of so-called normal children. More than three-fourths answered in the affirmative (Mackie, 1959).

Rust (1966) in an unpublished Master's thesis isolated seventeen personal qualifications necessary for special education teachers as seen by nationally recognized authorities. This list included: Emotional Stability, Considerateness, Flexibility, Patience, Forcefulness, Objectivity, Scholarliness, Buoyancy, Dependability, Judgment, Personal Magnetism, Physical Energy and Drive, Originality, Cooperativeness, Expressiveness, Mental Alertness, and Ethicalness. He then compared this list with opinions he obtained from the superintendents of 121 school districts in Eastern Washington and found, with the exception of Scholarliness and Forcefulness, substantial agreement. He states that:

Another obvious finding was that while all teachers should possess certain basic characteristics, special education teachers need a higher degree of a number of these characteristics. The data revealed that none of the characteristics were seen as being less important to teachers of emotionally disturbed or

mentally retarded children than for regular classroom teachers (Rust, 1966, p. 32).

In a study done by Jones and Gottfried (1966a) the EPPS and the Teacher Preference Schedule were used with 726 students and practicing teachers in an attempt to isolate the needs of the teachers of the various types of exceptional children. Two hundred forty t tests were done and of these 34 were significant with a p less than .10. The results suggest that preferences for teaching various types of exceptional children are related to certain psychological needs and gratifications. They state, however, that:

While the above differences have been found in individual samples, the findings have not held up across samples. The failure of replication may be due to differences in the age and background of the subjects (e.g., college freshmen versus practicing teachers), or because of the differential possession of knowledge about, and experience with, exceptional children. If these latter factors are operative, they suggest that our most reliable data may be that obtained on the special education trainee and practicing teacher samples (Jones et al., 1966a, p. 320).

Olson (1968) conducted a study similar to this one in which he compared the needs and values of SE-In with RE-In students enrolled at Central Washington State College. He used the EPPS and the AVLSV and obtained significant results on the following: (1) The SE-In were significantly higher (.05 level) on the Abasement need of the EPPS than the RE-In, (2) The SE-In group was significantly higher (.01 and .02 levels) on the Social and Religious values of the AVLSV than the RE-In, and (3) The RE-In was significantly

higher (.02 level) on the Political value of the AVLSV than the SE-In.

In a similar study, Baker (1968) compared groups of graduating prospective teachers in both SE and RE using the EPPS and the AVLSV with Olson's groups and the college normative samples. He found significant differences on the following: (1) The SE-Gr scored higher (.001 level) on the Social value of the AVLSV than the RE-Gr, (2) Comparisons between the RE-Gr showed this group to be higher (.05 level) on the Endurance need of the EPPS than the SE-Gr, (3) The SE-Gr scored lower (.05 level) than the college normative sample on Endurance, (4) The SE-Gr was higher (.01 level) on the Intraception need, (5) The SE-Gr was higher (.02 level) on the Economics value and also higher (6) (.001 level) on the Social Value than the college normative sample, and (9) Between the RE-Gr and the college normative sample of the EPPS the p was lower by .01 on the Achievement scale than the college normative scale.

In an article in The Exceptional Child, titled "Critical Issues in the Preparation of Teacher in Mental Retardation," the author, Louis A. Fliegler, asks the question, the first of nine, "What attributes are essential for the effective teacher of the mentally retarded?" (1966, p. 38).

Sheldon R. Rappaport in Cruickshank (1966) states that the teacher of brain-injured children (and by extension other exceptional children) require two primary attributes. First, the teacher must have true self-respect. Rappaport expanded this to mean that such a person is not afraid to try new techniques and materials. This person is able to accept his own mistakes as steps to learning: a willingness to admit, with proof, that a hypothesis or technique was inadequate or inappropriate. Second, the teacher must have maturity to realize that the school, the class, and the progress of the children cannot proceed according to one's vagaries. "With maturity comes pleasure from performing, rather than merely pretending, the co-operation, co-ordination and communication which are essential to a well functioning team" (Rappaport, 1966, p. 54). Other personality characteristics that he noted, but of secondary importance, are sensitivity, well integrated identity, and frustration tolerance.

CHAPTER II

METHOD

Subjects

The subjects for this study consisted of 58 teachers who have taught in their field a minimum of one year. These teachers were enrolled for the 1968 summer session at Central Washington State College.

The experienced teachers of special education (SE-Ex) consisted of the following:

Males, Secondary	16
Males, Elementary	3
Females, Secondary	3
Females, Elementary	<u>7</u>
N =	29

The experienced teachers of regular education (RE-Ex) consisted of the following:

Males, Secondary	9
Males, Elementary	2
Females, Secondary	8
Females, Elementary	8
Males, Undeclared	<u>2</u>
N =	29

All subjects took both the EPPS and the AVLSV.

Instruments

The instruments selected for this study were the Edwards Personal Preference Schedule and the Allport Vernon Lindzey Study of Values. These two tests were used primarily in order that the results could be compared with the findings of Olson and Baker. A review of the Buros Sixth Mental Measurements Yearbook indicates that both of these tests were good choices for this type of research.

Alan L. Edwards at the University of Washington developed the EPPS in 1953-1954. The basis of the test was to measure fifteen manifest needs that were suggested by H. A. Murray and others (Edwards, 1959). These needs are measured under the following fifteen categories: (1) achievement, (2) deference, (3) order, (4) exhibition, (5) autonomy, (6) affiliation, (7) intraception, (8) succorance, (9) dominance, (10) abasement, (11) nurturance, (12) change, (13) endurance, (14) heterosexuality, (15) aggression. A detailed explanation of these manifest needs is supplied in the appendix of this study. The EPPS utilizes a forced-choice technique which requires the testee to discriminate between two desirable or undesirable statements. The concept behind this is to modify the social desirability shading that may be inherent in a yes-no type of test. The EPPS also includes 15 items that are duplicates so that the consistency may be checked.

The split-half reliability coefficients were determined for the 15 personality variables with 1,509 subjects. The internal consistency coefficients, corrected by the Spearman-Brown formula, ranged from .160 to .87. The test-retest reliability coefficients were determined by using 89 University of Washington students. A range of .74 to .88 was obtained.

Edwards (1959) in the EPPS manual stated that the determination of validity of an inventory would involve the correlation between scores and some "pure criterion measure" of what the test purports to measure, however, he points out that these criterion are generally not available. In order to validate the test, Edwards used two approaches. The first was through self rating in which the examinee took the test after which he rated himself on the same items without knowledge of the results of the inventory. The other approach that Edwards used was to correlate the Guilford-Martin Personnel Inventory and the Taylor Manifest Anxiety Scale. Out of 64 items he found 19 which were significant at the .05 level.

The AVLSV is based on Edward Spranger's Types of Men in which six basic interest or motives in personalities are identified: theoretical, economic, aesthetic, social, political, and religious. The appendix gives a definition of these types. The test consists of 120 items. The AVLSV has been standardized on predominately college students,

and norms are available by sex, 14 separate colleges, and 29 different occupational situations. The split half reliability ranges from .84 to .95. The test-retest reliability coefficients had a mean of .88 after a two-month interval. The validation of this test is summed up in the following paragraph:

Perhaps the most direct and convincing evidence for the validity of the scale comes from examining the scores of groups whose characteristics are known. Thus, common experience leads us to expect that women will on the average be more religious, social and aesthetic than men. We likewise expect students of engineering by and large to stand relatively high in theoretical and economic values. . . . the reader will note that in nearly all cases the high and low scores correspond well with a prior expectation (Allport et al., 1960, p. 13).

Procedures Used in the Study

The EPPS and the AVLSV were administered to a testing sample during the summer session at Central Washington State College. Two samples were taken, the first, experienced teachers in regular education (RE-Ex) and the second, experienced teachers of special education (SE-Ex). These teachers were asked to state their sex and if they were primary or secondary teachers. The tests were numbered so that they could get the results if they so desired. After completion the tests were hand scored and the raw data was presented to the Data Processing Center at Central Washington State College for statistical analysis. A mean for each of the 16 EPPS subtests as well as the consistency scale was obtained

as well as a mean for the 6 items of the AVLSV. These scores were used to determine "t" values of the hypotheses listed.

CHAPTER III

RESULTS

For each hypothesis a table and a figure were compiled and appear on the following pages. The table presents the "t" values, N and the significance, if any, for each item which exceeds the .05 level. In addition the table shows the mean and standard deviation for each variable considered by the hypothesis. Both the EPPS and the AVLSV are grouped together on each table. The figure shows the profile of each variable for each test as well as the college norm. Each table and figure number corresponds to the hypothesis number. Discussion of the results on each hypothesis appears on the same page as the table.

TABLE 1
HYPOTHESIS NUMBER ONE
SE-Ex vs RE-Ex

On the EPPS the null hypothesis of no significant difference was upheld with the exception of the endurance scale. In this case the SE-Ex scored significantly lower (.01) than the RE-Ex.

On the AVLSV the null hypothesis of no significant difference was upheld.

EPPS

	T Test	p	SE-Ex		RE-Ex	
			Mean	S.D.	Mean	S.D.
Achievement	-.329	-.01	14.0	5.4	14.4	5.3
Deference	.209		13.0	4.0	12.8	3.8
Order	.410		11.4	5.6	10.9	4.4
Exhibition	-.537		14.1	4.1	14.7	3.5
Autonomy	-.274		12.1	3.7	12.4	3.6
Affiliation	-.396		16.3	3.9	16.8	4.1
Intraception	-.098		17.3	6.1	17.5	3.8
Succorance	1.462		10.8	5.4	9.0	4.3
Dominance	-.666		14.0	5.2	14.9	5.0
Abasement	-.645		13.2	5.3	14.0	5.0
Nurturance	-.408		16.1	4.8	14.2	4.5
Change	-.147		17.5	4.9	17.6	4.3
Endurance	-2.969		11.2	5.4	14.9	3.9
Heterosexuality	.990		17.0	6.0	15.3	6.9
Aggression	1.125		12.2	4.6	10.9	3.7
Consistency	.851		11.1	2.4	10.5	2.9

N = 58

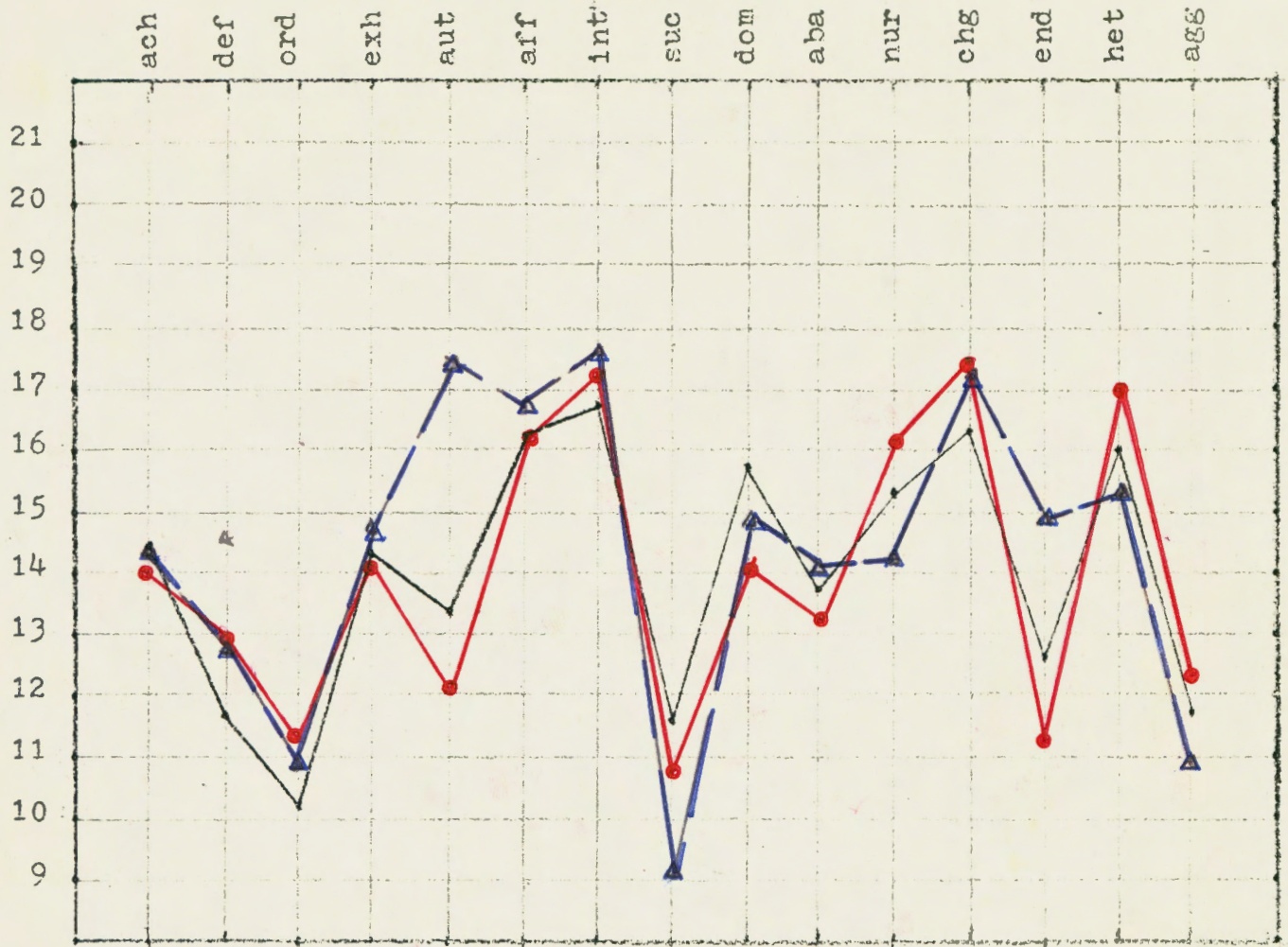
AVLSV

Theoretical	.751		40.1	6.7	38.8	6.3
Economic	2.017		40.7	6.5	36.9	7.8
Aesthetic	-.558		40.3	7.2	41.5	9.0
Social	-.610		39.8	6.5	41.0	7.9
Political	-.407		40.0	6.3	40.6	6.4
Religious	-.777		39.7	10.6	41.6	7.6

N = 58

FIGURE 1

EPPS



AVLSV

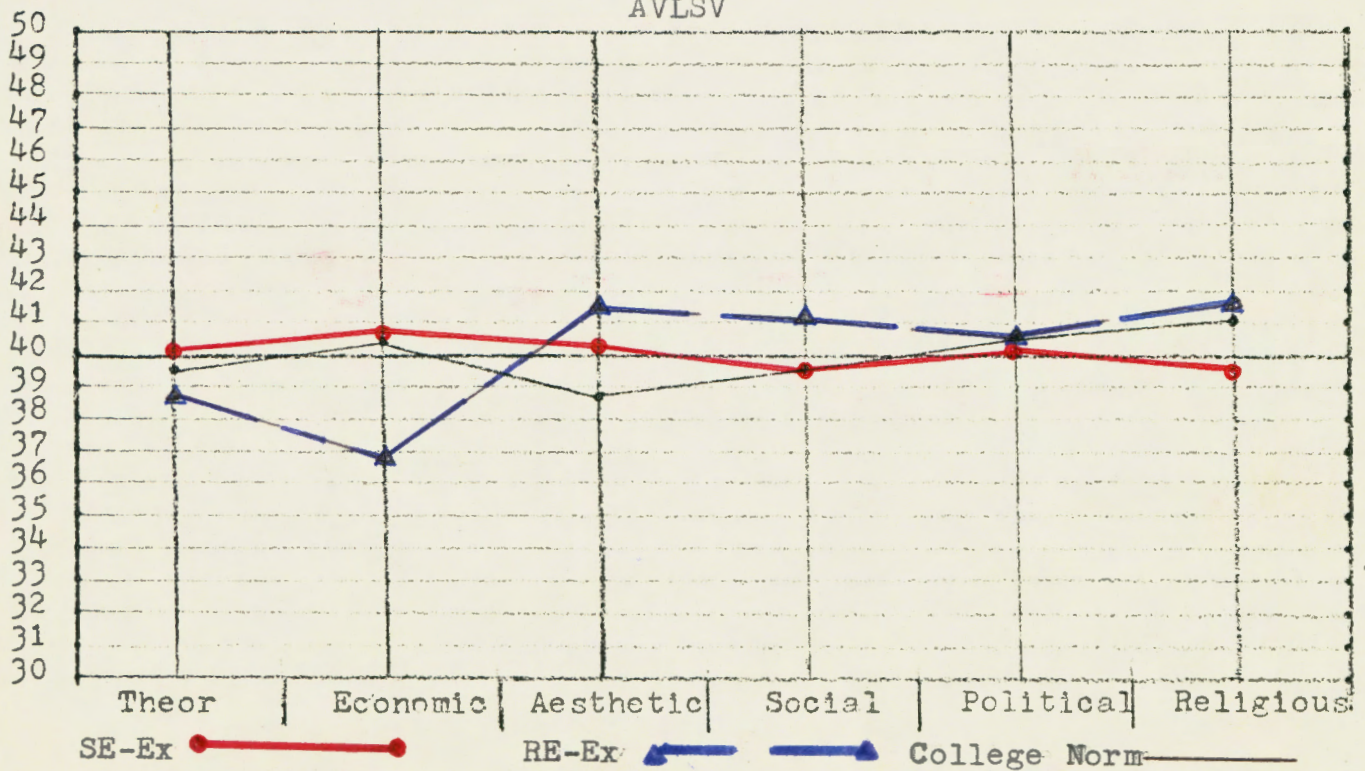


TABLE 2
HYPOTHESIS NUMBER TWO
SE-Ex vs SE-Gr

On the EPPS the null hypothesis of no significant difference was upheld.

On the AVLSV the null hypothesis was rejected in two cases. On the economic value the SE-Ex was significantly higher (.05) than the SE-Gr. On the social value scale the SE-Ex was significantly lower (.01) than the SE-Gr.

EPPS

	T Test	p	SE-Ex		SE-Gr	
			Mean	S.D.	Mean	S.D.
Achievement	1.327		14.0	5.4	12.1	4.6
Deference	.125		13.0	4.0	12.9	4.0
Order	1.445		11.4	5.6	9.5	3.8
Exhibition	-.720		14.1	4.2	14.8	2.5
Autonomy	-1.819		12.2	3.7	13.9	3.0
Affiliation	1.017		16.3	3.9	15.3	3.4
Intracception	-1.460		17.3	6.1	19.6	4.8
Succorance	-.205		10.8	5.4	11.1	5.2
Dominance	.089		14.0	5.2	13.9	5.0
Abasement	-.953		13.2	5.3	14.5	4.5
Nurturance	-.878		16.1	4.8	17.1	3.6
Change	.613		17.5	4.9	16.7	4.3
Endurance	-1.087		11.2	5.4	12.7	4.0
Heterosexuality	1.250		17.0	6.0	15.0	5.1
Aggression	.772		12.2	4.6	11.2	4.3
Consistency	-1.722		11.1	2.4	12.1	1.7

N = 51

AVLSV

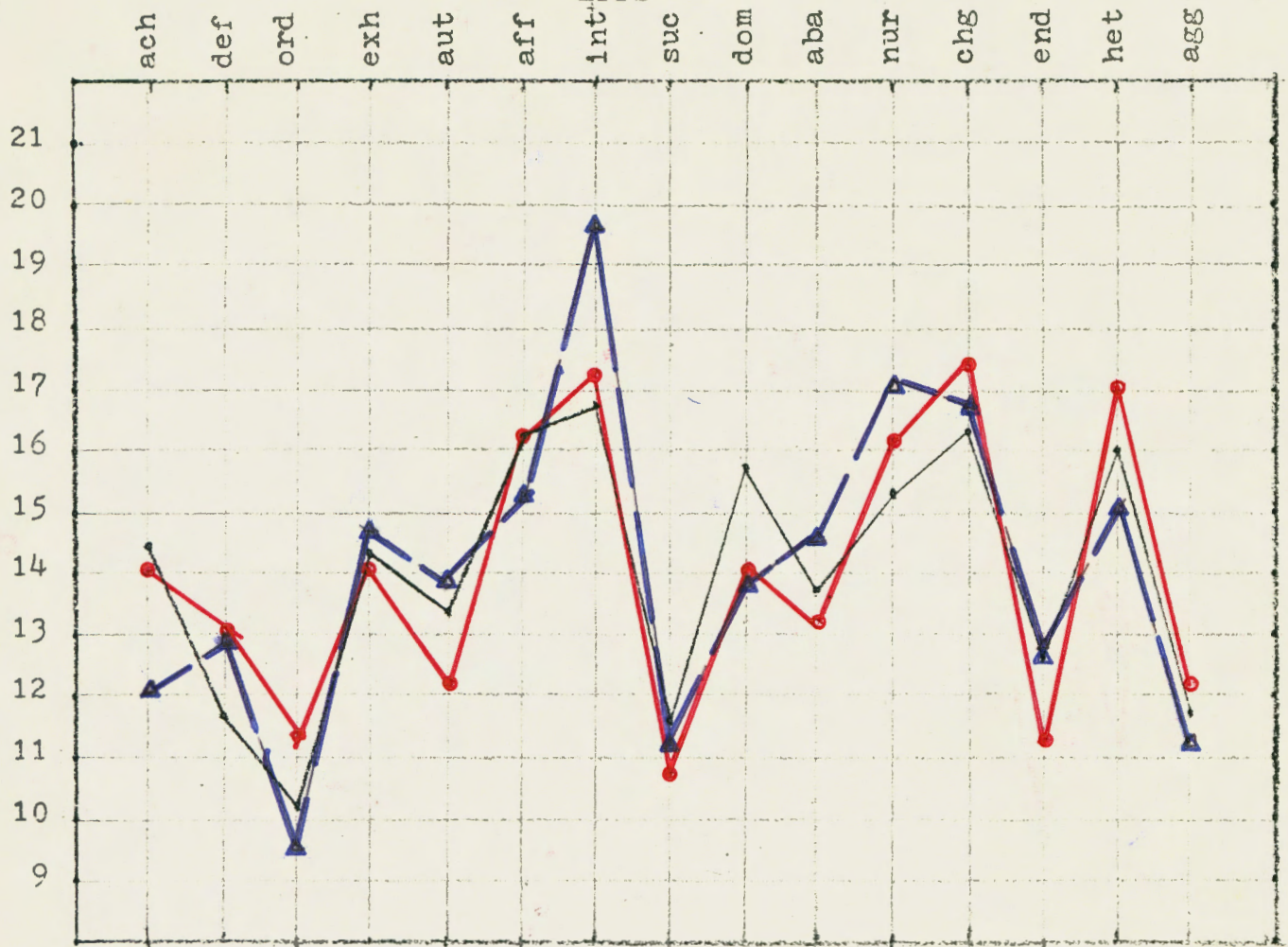
Theoretical	.786		40.1	6.7	38.4	8.1
Economic	2.180	+.05	40.7	6.5	36.3	7.3
Aesthetic	-.107		40.3	7.2	40.5	7.4
Social	-4.460	-.01	39.8	6.5	48.6	7.3
Political	1.244		40.0	6.3	37.8	6.0
Religious	.420		39.7	10.6	38.3	12.0

N = 51

FIGURE 2

20

EPPS



AVLSV

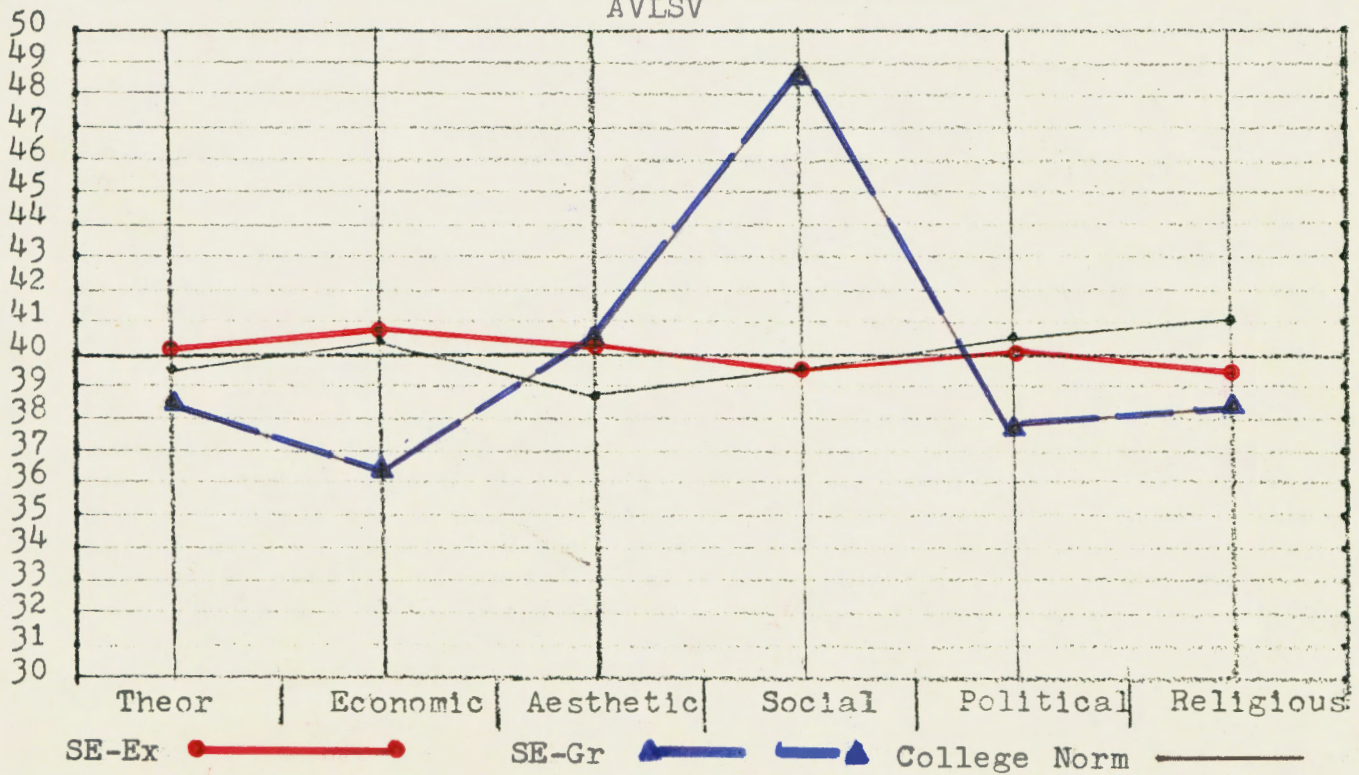


TABLE 3

HYPOTHESIS NUMBER THREE
SE-Ex vs SE-In

On the EPPS the null hypothesis was rejected twice. On the heterosexuality scale, the SE-Ex scored significantly higher than the SE-In, and on the abasement scale the SE-Ex scored significantly lower (.01) than the SE-In.

On the AVLSV the SE-Ex scored significantly lower (.01) than did the SE-In on the social scale. The null hypothesis of no significant difference otherwise was upheld.

EPPS

	T Test	p	SE-Ex		SE-In	
			Mean	S.D.	Mean	S.D.
Achievement	.962		14.0	5.4	12.9	3.9
Deference	1.780		13.0	4.0	11.2	4.1
Order	1.913		11.4	5.6	9.0	4.8
Exhibition	.467		14.1	4.2	13.7	3.5
Autonomy	-1.712		12.2	3.7	13.8	4.8
Affiliation	-.054		16.3	3.9	16.3	3.5
Intraception	-1.059		17.3	6.1	18.7	4.6
Succorance	-.095		10.8	5.4	11.9	4.4
Dominance	.429		14.0	5.2	13.6	4.2
Abasement	-2.828	-.01	13.2	5.3	16.4	4.4
Nurturance	.056		16.1	4.8	16.0	4.0
Change	-.114		17.5	4.9	17.6	4.3
Endurance	-1.377		11.2	5.4	13.0	5.5
Heterosexuality	2.046	+.05	17.0	6.0	14.3	5.1
Aggression	.679		12.2	4.6	11.5	4.2
Consistency	-.564		11.1	2.4	11.4	2.1

N = 79

AVLSV

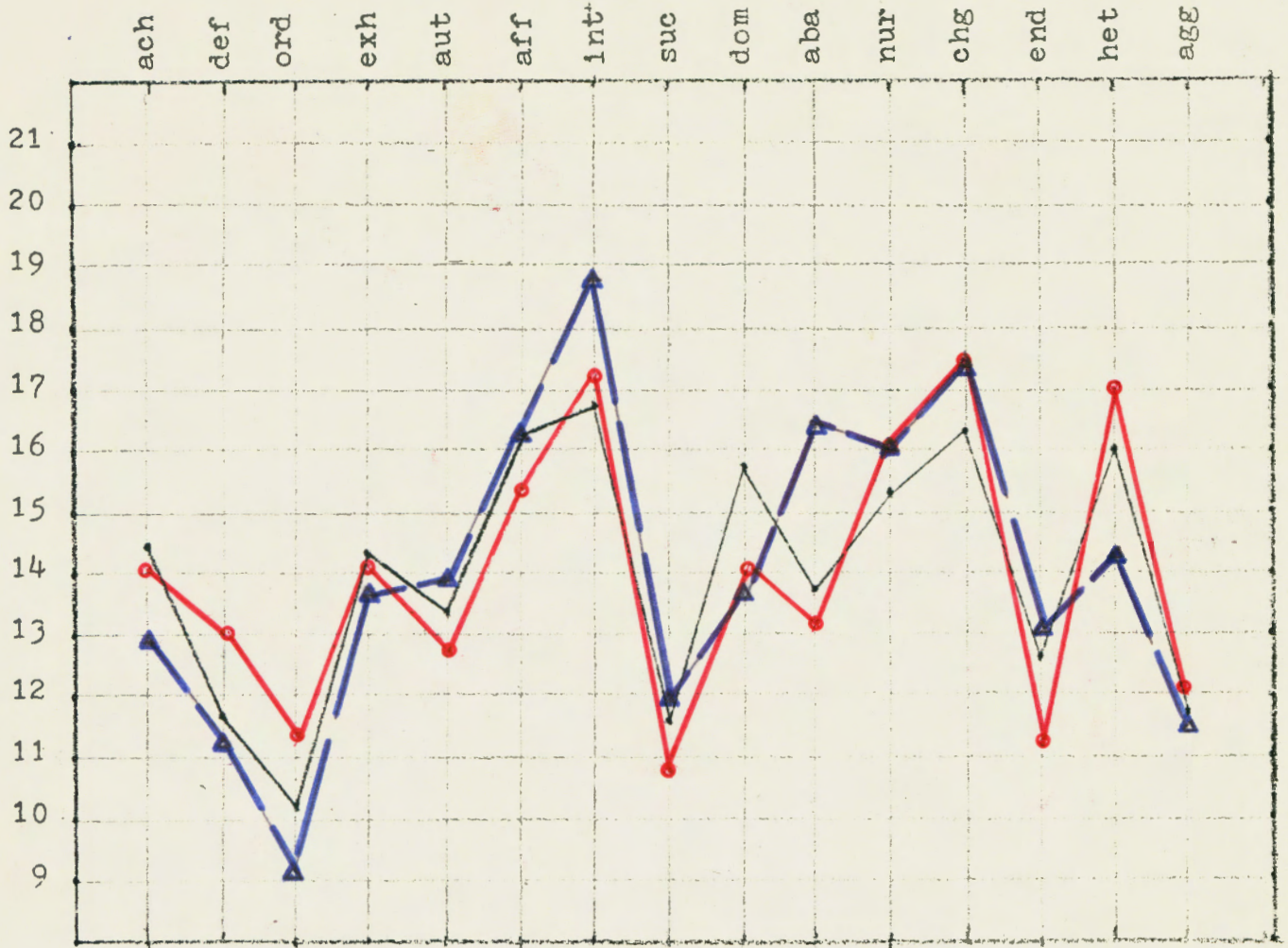
Theoretical	1.517		40.1	6.7	37.5	6.7
Economic	1.566		40.7	6.5	38.2	6.3
Aesthetic	1.830		40.3	7.2	37.0	7.2
Social	-4.383	-.01	39.8	6.5	46.8	6.3
Political	1.164		40.0	6.3	38.2	6.1
Religious	-1.001		39.7	10.0	42.3	10.1

N = 65

FIGURE 3

22

EPPS



AVLSV

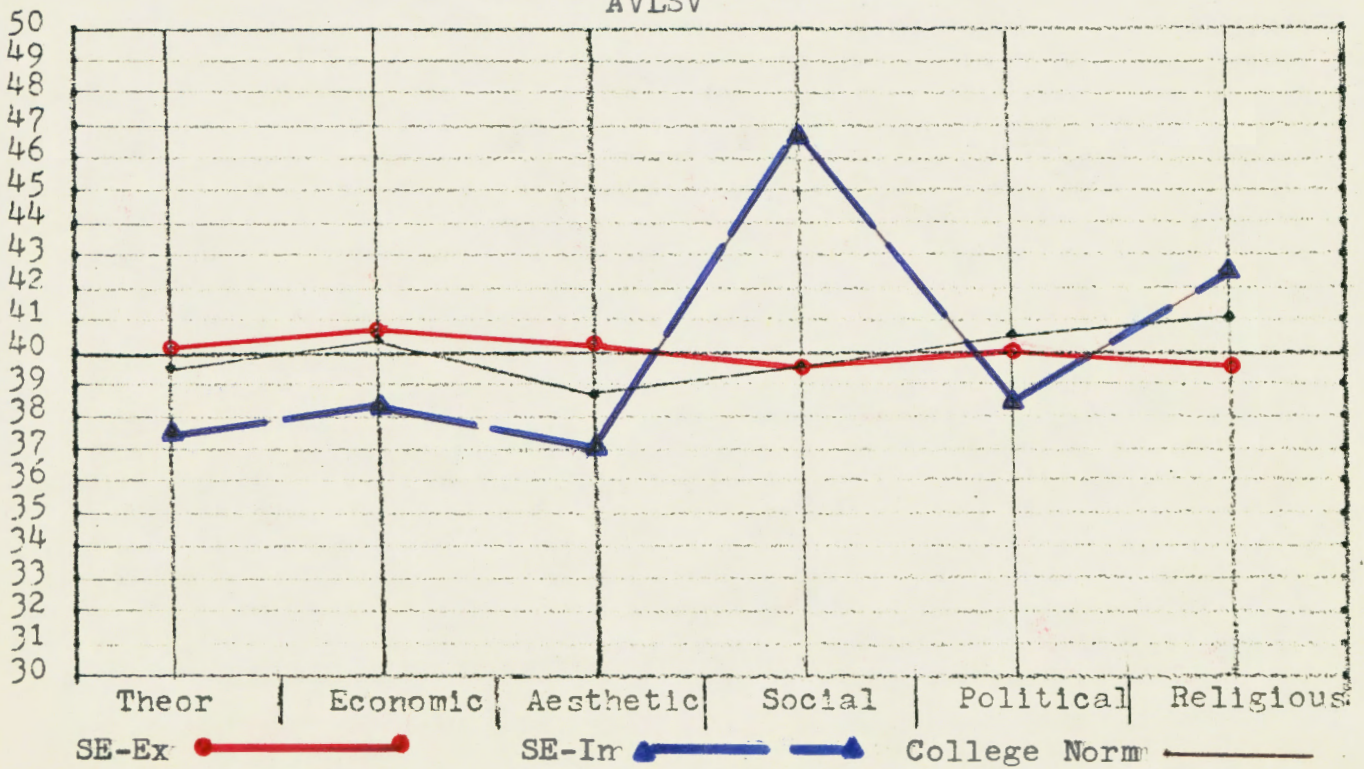


TABLE 4
HYPOTHESIS NUMBER FOUR
RE-Ex vs RE-Gr

On the EPPS with the exception of the achievement scale where RE-Ex scored significantly higher (.05) than RE-Gr the null hypothesis was upheld.

On the AVLSV the null hypothesis of no significant difference was upheld.

EPPS

	T Test	p	RE-Ex		RE-Gr	
			Mean	S.D.	Mean	S.D.
Achievement	2.037	+.05	14.4	5.3	11.7	4.8
Deference	1.705		12.8	3.8	11.1	3.8
Order	.230		10.9	4.3	10.6	4.5
Exhibition	.906		14.7	3.5	13.9	2.6
Autonomy	-.728		12.4	3.6	13.2	4.4
Affiliation	.210		16.8	4.1	16.5	4.3
Intraception	.340		17.5	3.8	17.1	4.9
Succorance	-1.942		9.0	4.3	11.1	4.1
Dominance	.831		14.9	5.0	13.8	5.0
Abasement	-.295		14.0	5.0	14.4	4.7
Nurturance	1.511		14.2	4.5	16.0	4.6
Change	-.119		17.6	4.3	17.8	5.2
Endurance	.521		14.9	3.9	14.3	5.0
Heterosexuality	-.338		15.3	6.9	15.9	5.9
Aggression	-1.500		10.9	3.7	12.6	4.8
Consistency	-1.088		10.5	2.9	11.2	1.8

N = 57

AVLSV

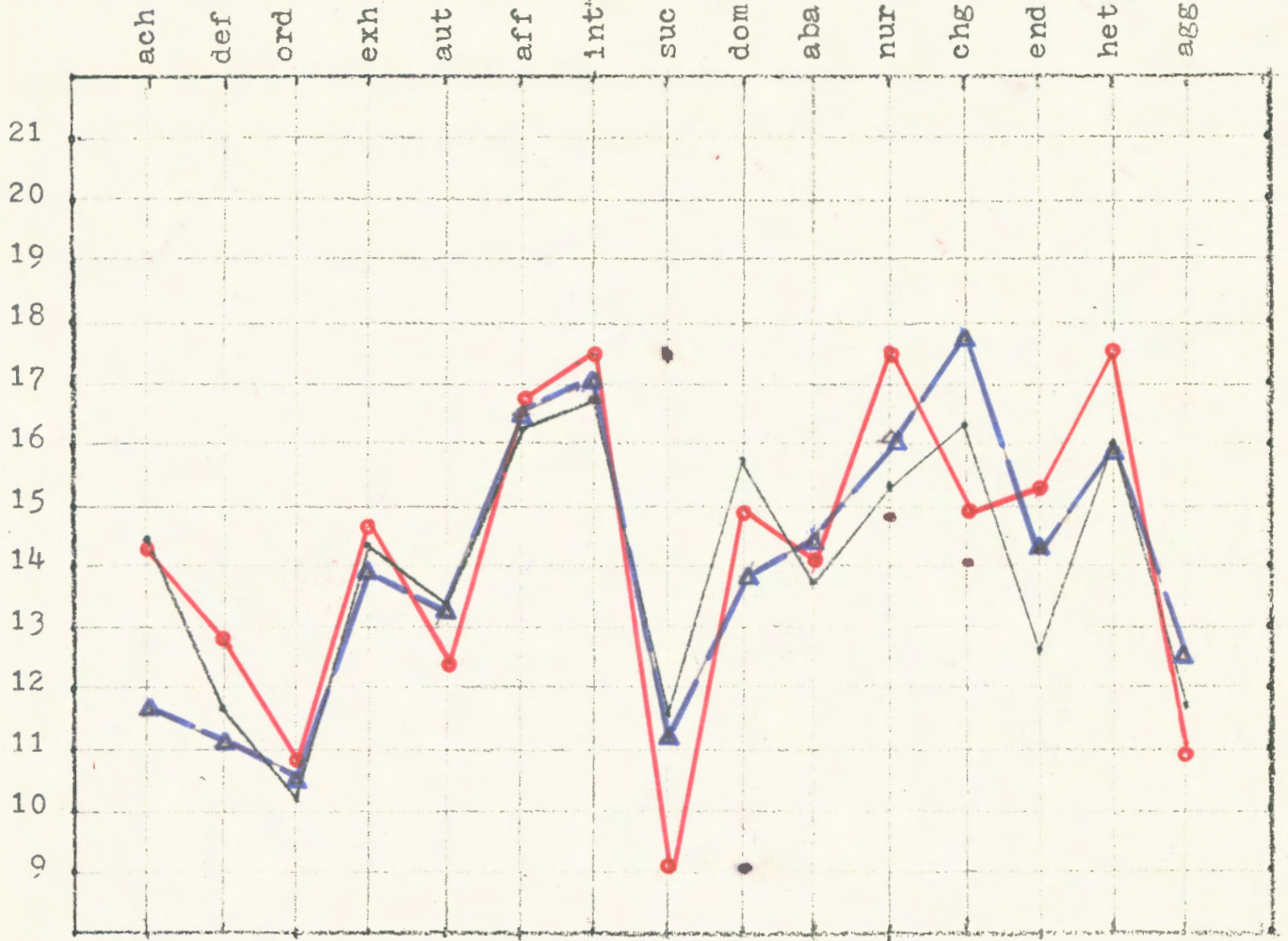
Theoretical	.562		38.8	6.3	37.8	7.5
Economic	-1.814		36.9	7.8	40.3	6.2
Aesthetic	.072		41.5	9.0	41.3	9.2
Social	.775		41.0	7.9	39.4	7.5
Political	-.251		40.6	6.4	41.1	5.9
Religious	.496		41.6	7.6	40.3	10.9

N = 57

FIGURE 4

24

EPPS



AVLSV

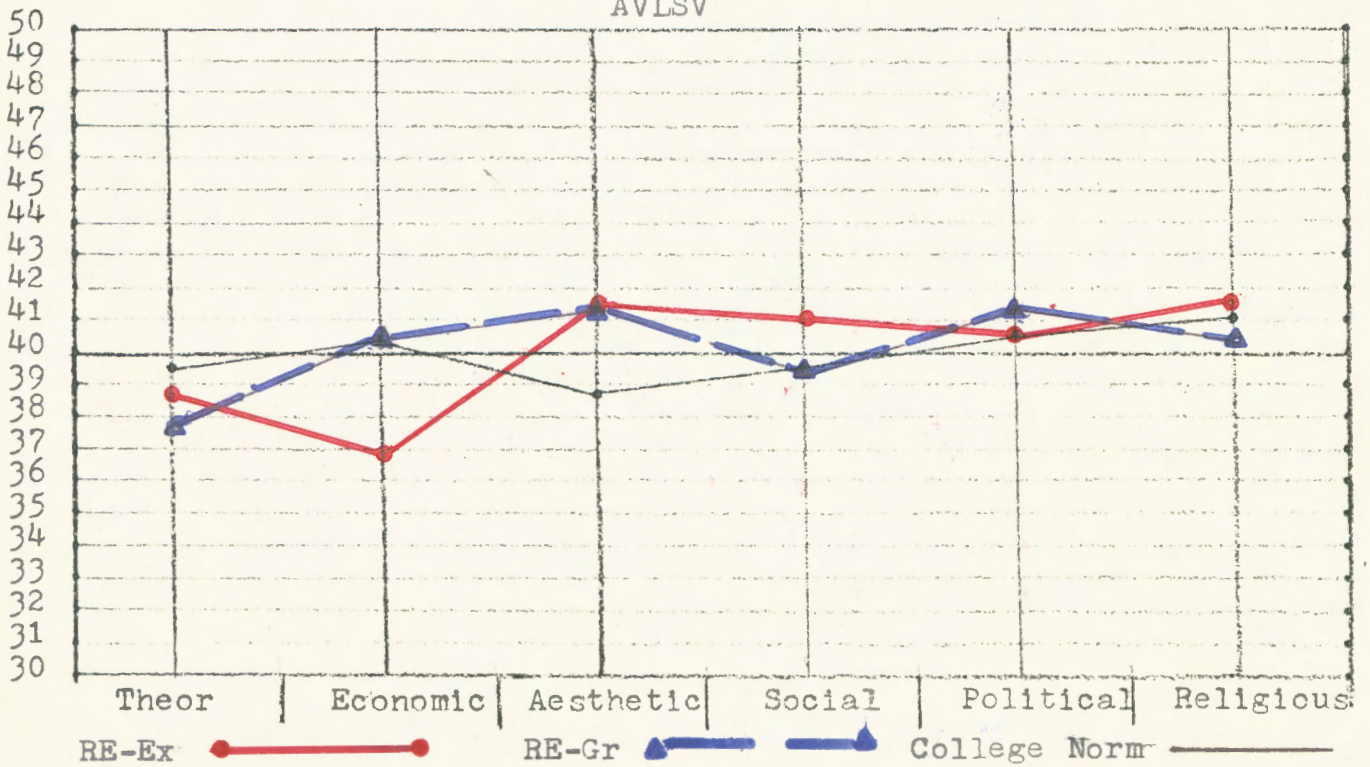


TABLE 5

HYPOTHESIS NUMBER FIVE
RE-Ex vs RE-In

On the EPPS the null hypothesis of no significant difference was rejected on two scales. On succorance the RE-Ex was significantly lower (.01) than the RE-In and on endurance the RE-Ex was significantly higher (.05) than the RE-In.

On the AVLSV the RE-Ex scored significantly lower (.05) on the economic scale and significantly higher (.05) on the religious scale than the RE-In.

EPPS

	T Test	p	RE-Ex		RE-In	
			Mean	S.D.	Mean	S.D.
Achievement	.997	-.01	14.4	5.3	13.2	4.4
Deference	1.392		12.8	3.8	11.5	3.5
Order	1.811		10.9	4.4	8.9	4.2
Exhibition	-.081		14.7	3.5	14.8	3.3
Autonomy	.068		12.4	3.6	12.4	4.2
Affiliation	-.104		16.7	4.1	16.9	4.9
Intraception	-.458		17.5	3.8	18.0	5.8
Succorance	-2.808		9.0	4.3	12.1	4.4
Dominance	-.343		14.9	5.0	15.3	4.0
Abasement	-.066		14.0	5.0	14.1	5.0
Nurturance	-1.037	+.05	14.2	4.5	15.4	4.6
Change	.652		17.6	4.3	16.9	4.6
Endurance	2.467		14.9	3.9	11.8	4.3
Heterosexuality	-.716		15.2	6.9	16.5	5.1
Aggression	-1.210		10.9	3.7	12.3	5.1
Consistency	-1.880		10.5	2.9	11.7	1.8

N = 79

AVLSV

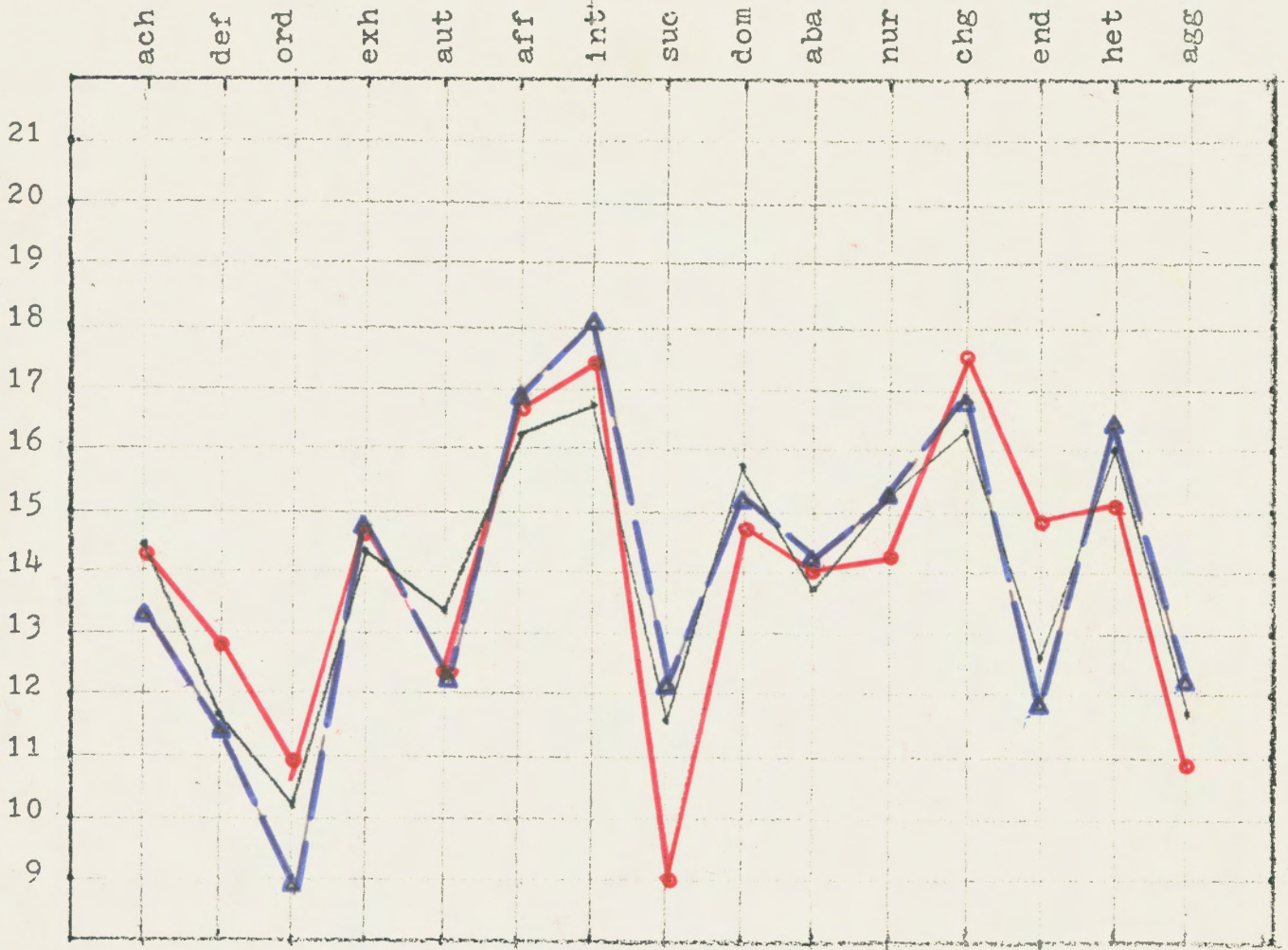
Theoretical	-.263	-.05	38.8	6.3	39.3	8.5
Economic	-2.083		36.9	7.3	40.8	7.0
Aesthetic	.770		41.5	9.0	39.8	7.9
Social	-.991		41.0	7.9	42.8	6.6
Political	-.678		40.6	6.4	41.8	7.4
Religious	2.216	+.05	41.6	7.6	36.3	11.0

N = 63

FIGURE 5

26

EPPS



AVLSV

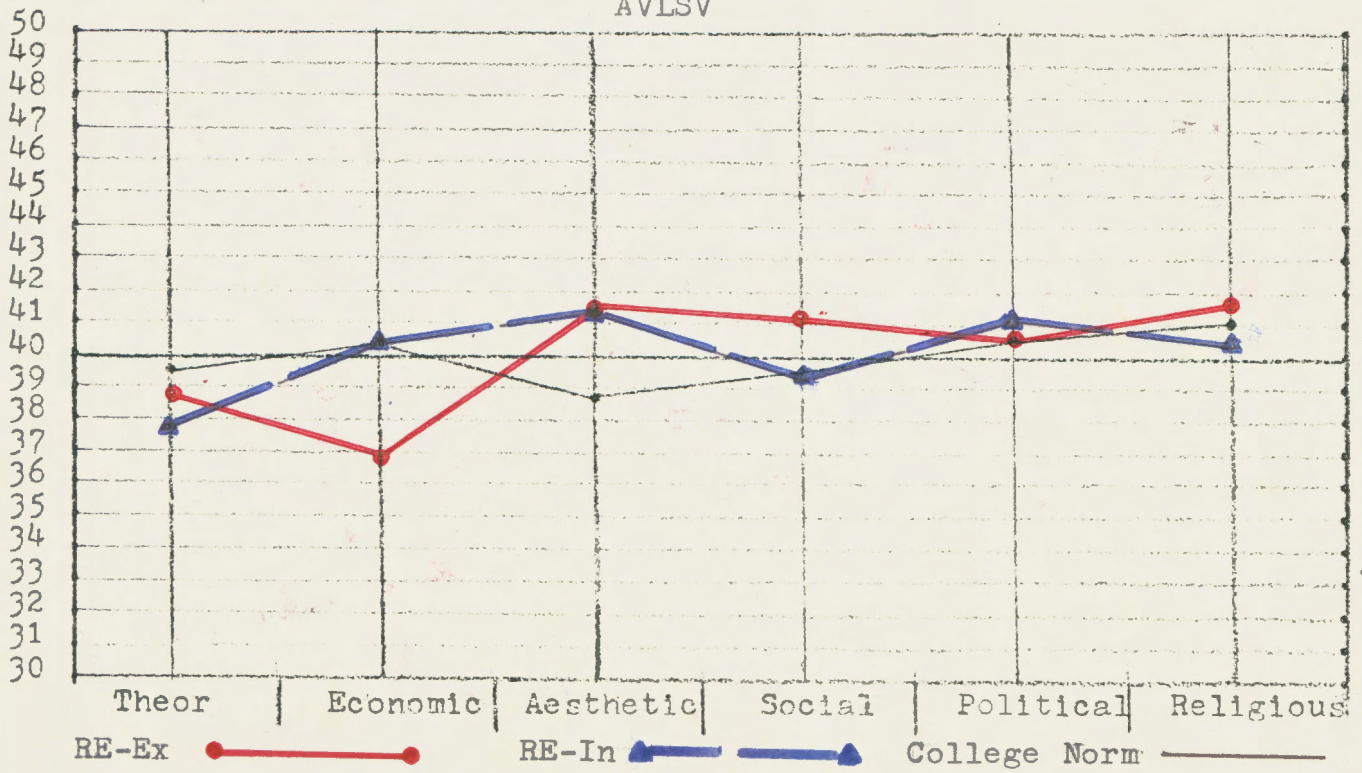


TABLE 6

HYPOTHESIS NUMBER SIX
SE-Ex vs College Norms

The null hypothesis of no significant difference was upheld on both the EPPS and the AVLSV.

EPPS

	T Test	p	RE-Ex		College Norm	
			Mean	S.D.	Mean	S.D.
Achievement	-.414		14.0	5.4	14.4	4.4
Deference	1.616		13.0	4.0	11.8	3.7
Order	1.159		11.4	5.6	10.2	4.3
Exhibition	-.270		14.1	4.2	14.3	3.6
Autonomy	-1.681		12.2	3.7	13.3	4.5
Affiliation	.199		16.3	3.9	16.1	4.4
Intraception	.544		17.3	6.1	16.2	5.0
Succorance	-.800		10.8	5.4	11.6	4.7
Dominance	-1.858		14.0	5.2	15.8	5.0
Abasement	-.508		13.1	5.3	13.6	5.1
Nurturance	.987		16.1	4.8	15.2	4.8
Change	1.239		17.5	4.9	16.4	4.9
Endurance	-1.420		11.2	5.4	12.7	5.3
Heterosexuality	.902		17.0	6.0	16.0	5.7
Aggression	.544		12.1	4.6	11.7	4.7
Consistency	-1.226		11.1	2.4	11.6	1.8

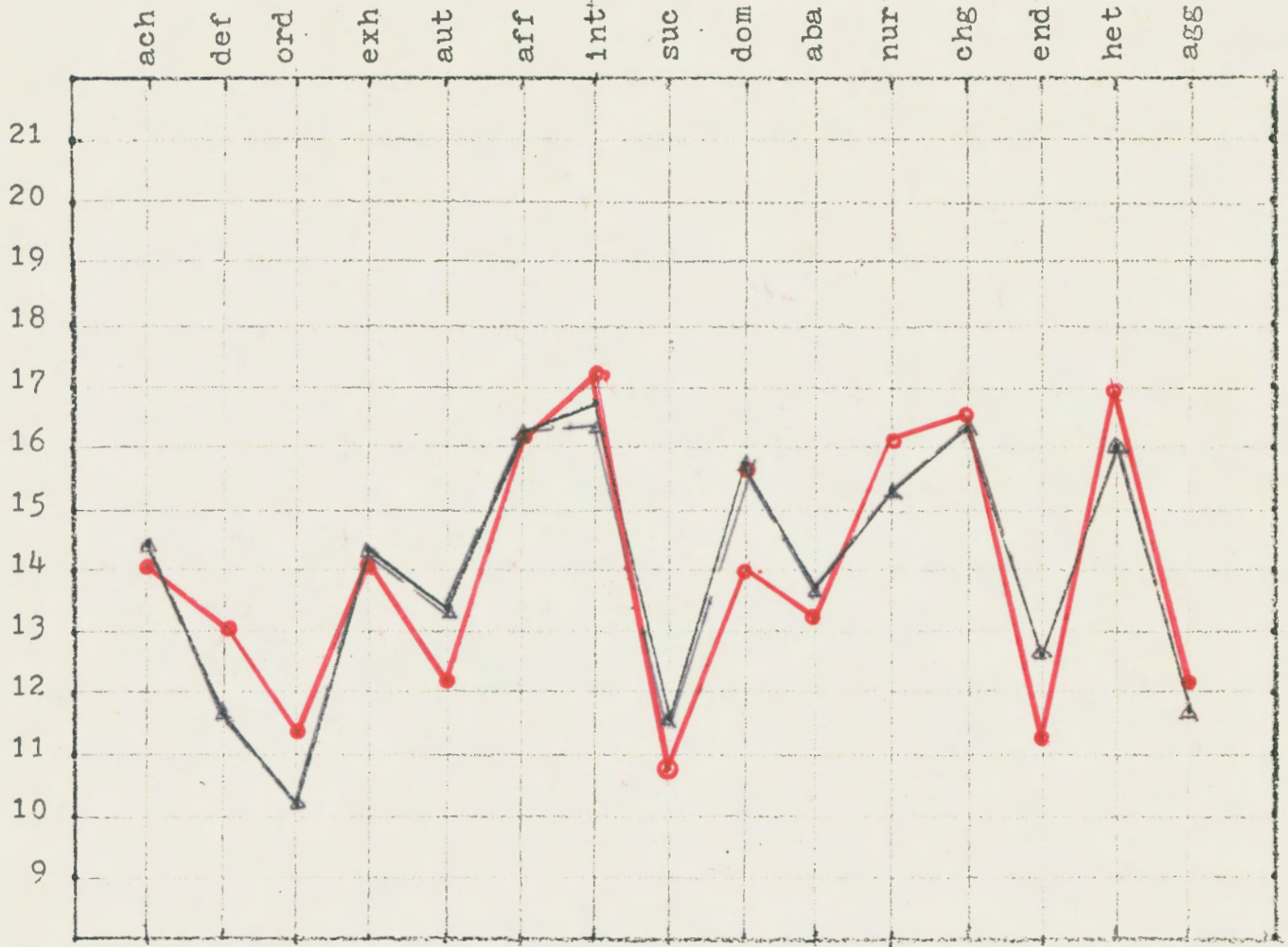
N = 1539

AVLSV

Theoretical	.258		40.1	6.7	39.8	7.3
Economic	.284		40.7	6.5	40.3	7.6
Aesthetic	1.069		40.3	7.2	38.9	8.4
Social	.202		39.8	6.5	39.6	7.0
Political	-.369		40.0	6.3	40.4	6.4
Religious	-.677		39.7	10.6	41.0	9.3

N = 3808

EPPS



AVLSV

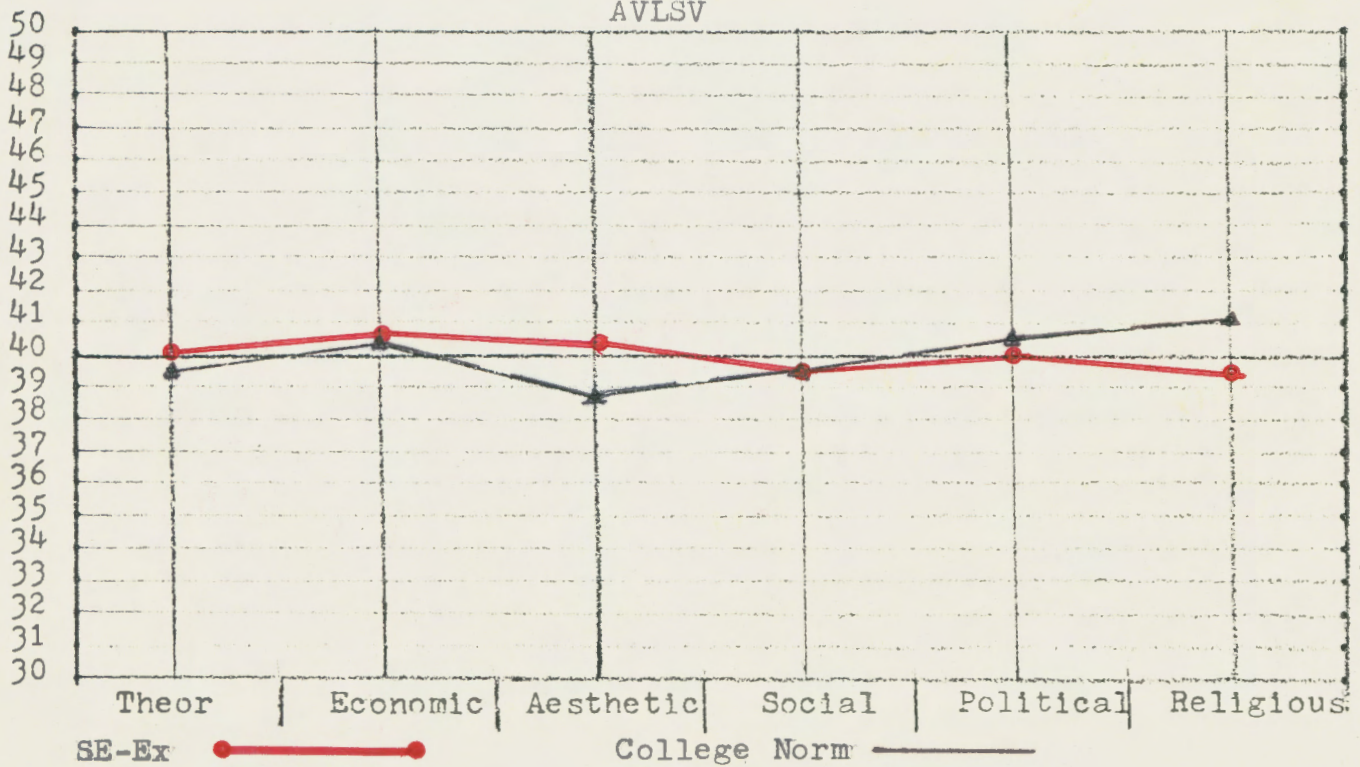


TABLE 7
HYPOTHESIS NUMBER SEVEN
RE-Ex vs College Norm

On the EPPS both succorance and endurance were significantly higher at the .01 level and consistency was lower at the .05 level for RE-Ex than the college norm respectively.

On the AVLSV the economic value was significantly lower (.05) for RE-Ex than the college norm.

EPPS

	T Test	p	RE-Ex		College Norm	
			Mean	S.D.	Mean	S.D.
Achievement	.049		14.4	5.3	14.4	4.4
Deference	1.373		12.8	3.8	11.8	3.7
Order	.782		10.9	4.4	10.2	4.3
Exhibition	.500		14.7	3.5	14.3	3.6
Autonomy	-1.275		12.4	3.6	13.3	4.5
Affiliation	.716		16.8	4.1	16.2	4.4
Intracception	1.014		17.5	3.8	16.7	5.0
Succorance	-3.246	-.01	9.0	4.3	11.6	4.7
Dominance	-.947		14.9	5.0	15.8	5.0
Abasement	.394		14.0	5.0	13.7	5.1
Nurturance	-1.183		4.2	4.5	15.2	4.8
Change	1.589		17.6	4.2	16.3	4.9
Endurance	2.993	+.01	14.9	3.9	12.6	5.3
Heterosexuality	-.526		15.3	6.9	16.0	5.7
Aggression	-1.084		10.9	3.7	11.7	4.7
Consistency	-2.054	-.05	10.5	2.9	11.6	1.8

N = 1537

AVLSV

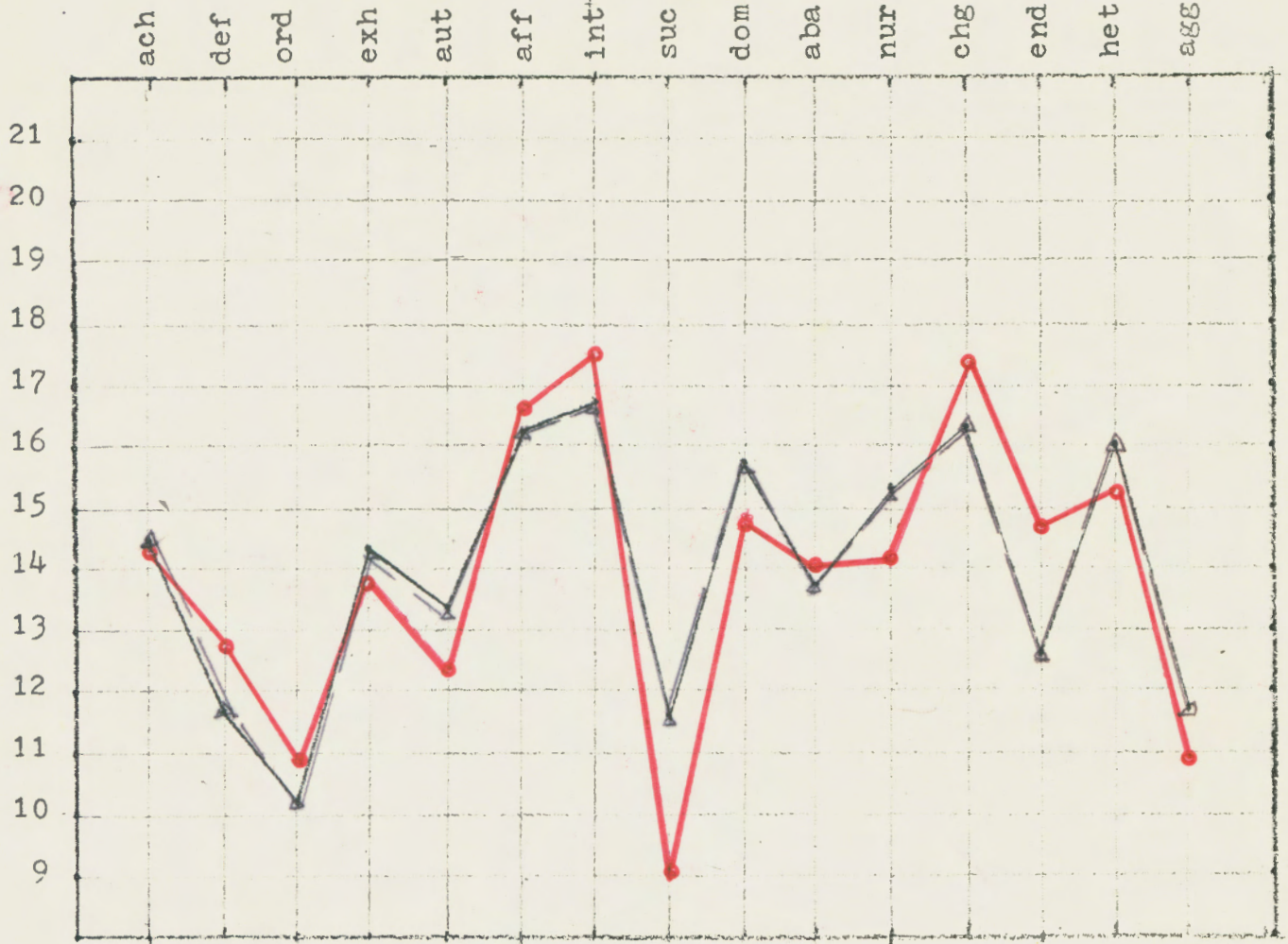
Theoretical	-.805		38.8	6.3	39.8	7.3
Economic	-2.344	-.05	36.9	7.8	40.3	7.6
Aesthetic	1.538		41.5	8.9	38.9	8.4
Social	.935		41.0	7.9	39.6	7.0
Political	.208		40.6	6.3	40.4	6.4
Religious	.387		41.6	7.6	41.0	9.3

N = 3806

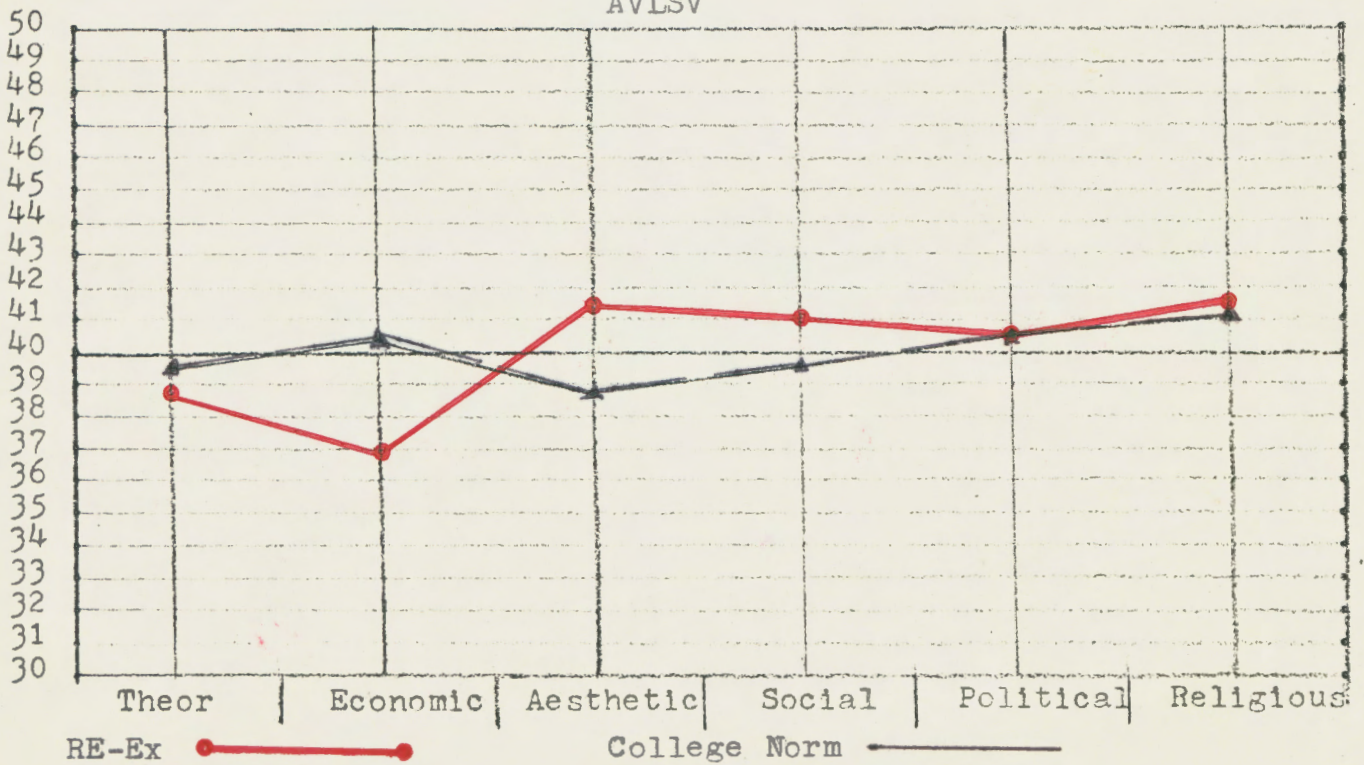
FIGURE 7

30

EPPS



AVLSV



CHAPTER IV

DISCUSSION

Hypothesis One (SE-Ex vs RE-Ex)

The data indicates that the endurance scale was significantly lower for the SE-Ex than for the RE-Ex. Another way of looking at this, of course, is that the RE-Ex was significantly higher than SE-Ex. Figure one illustrates the problem involved. It can be seen that while SE-Ex is below the college normative sample, that RE-Ex is above the college norm.

Edwards (1954) defines endurance, in part, as follows:

. . . to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work (1954, p. 11).

This description would indicate that it may be a good quality and particularly for a special education teacher to rate low on this scale. Teachers of exceptional children cannot expect to put in long hours of work without distraction with this type of child. In light of the teaching situations which most special education teachers are exposed, it would be surprising if they rated high on this scale, for a person who rated high on endurance would

undoubtedly find himself in a frustrating situation and may soon decide on another field.

Hypothesis Two (SE-Ex with SE-Gr)

Hypothesis two (SE-Ex vs SE-Gr) indicates two scales on the AVLSV which had a significant difference, these were economic and social. The AVLSV section of Figure two gave a clue as to the cause of this. It was noticed that the SE-Ex falls very close to the college norms but that the SE-Gr on both the economic and the social scale fell far outside the norms, being low and high respectively. It seems reasonable to assume that the primary cause for these scores being so extreme is that these graduating seniors have a more practical outlook on life.

Hypothesis Three (SE-Ex vs SE-In)

Hypothesis three (SE-Ex vs SE-In) shows three areas of significant differences, abasement and heterosexuality on the EPPS, and social on the AVLSV. The abasement scale is the only scale that Olson (1968) found to have a significant difference on his study. His explanation, in part, is as follows:

Keeping in mind the definition of abasement, one possible interpretation of the high score on this need by the prospective teachers of special education could be that some people go into the field of special education with the idea that the exceptional child will be less threatening and less likely to

challenge their teaching ability. Teaching the exceptional child may be a means of overcoming a basic insecurity by avoiding a situation that they would be unable to handle in the regular classroom (Olson, 1968, p. 23).

Apparently those people with this need either drop special education or overcome it for the SE-Ex falls a little lower than the college normative sample. The significant differences on the heterosexuality scale may be due to maturity and training. It is possible that freshmen and sophomores were somewhat inhibited in expressing themselves on paper as to their sexual feelings. Experienced special education teachers, on the other hand, have often been exposed to so many family situations and children with sexual problems that they are less inhibited in talking about or expressing feelings concerning sex. Although neither group is significantly different from the college norm, the SE-Ex is enough higher and the SE-In is enough lower that a significant difference is shown.

The SE-In scored significantly higher on the social scale of the AVLSV than did the SE-Ex, who fell very near the college norm. This could be due to the freshman or sophomore entertaining a somewhat "romantic" outlook toward the profession of special education, for according to Allport, Vernon and Lindzey (1960, p. 5) the social man is "kind, sympathetic, and unselfish." In addition, a person of this age is often concerned with friends and marriage more than the more settled older groups.

Hypothesis Four (RE-Ex vs RE-Gr)

Baker (1968) noted that the RE-Gr were significantly lower on the achievement scale than the college norm. He accounts for this by stating:

Although prospective teachers should have a need to achieve they may not expect or desire to become a recognized authority, write a great novel or play, or be able to consistently do things better than others. Rather, it would seem that they would like to help others achieve, which would perhaps involve more co-operation with instead of competition against others (Baker, 1968, p. 24).

Table seven, RE-Ex vs college norm, indicates that the teachers who returned for summer school did score very close to the college norm. Perhaps this rise in the achievement need can be explained by the fact that many summer school students are working for a higher college degree and therefore do have a greater need to achieve than the average teacher. It may also be that maturity has something to do with a greater need to achieve.

Hypothesis Five (RE-Ex vs RE-In)

On the EPPS the RE-Ex was significantly higher than RE-In on the succorance scale. According to Edwards (1954), succorance is, in part:

To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems (1954, p. 11).

The RE-In scored close to the college norm on this scale, but the RE-Ex scored lower. While it is understandable

that freshmen and sophomores might seek help from others, it is more difficult to explain why the SE-Ex scored so low. Perhaps maturation and experience has caused these people to be more independent and mature. In addition, the nature of their work is more the reverse of succorance. That is, they are in the business of giving rather than receiving encouragement and understanding.

On the endurance scale, the RE-Ex scored significantly higher than the RE-In. Perhaps this is once again a sign of maturity, for the experienced teacher is more accustomed to "keep at a job until it is finished, to complete any job undertaken" (Edwards, 1954, p. 11) than the beginning student who, more than likely, has not experienced the discipline of being on a responsible job.

On the AVLSV the RE-Ex teachers scored lower on the economic scale and higher on the religious scale than did the RE-In. This may be a reflection of the times. The older experienced teachers reflecting the values oriented toward God with less emphasis on the "useful," while the younger student is concerned with the immediate needs of society.

Hypothesis Six (SE-Ex vs college norm)

Of the seven hypothesis, this is the only one in which no significance was discovered on either scale. For identifying special education teachers, it is possible that

as far as the EPPS and the AVLSV is concerned, the best indicator is to select those which most nearly fit the college norms.

Hypothesis Seven (RE-Ex vs college norm)

The RE-Ex scored significantly lower and higher respectively on succorance and endurance on the EPPS. On the AVLSV the RE-Ex scored high on the economic scale. These significant differences were discussed in connection with hypothesis five.

Research Implications

This study indicated that there are areas of significant differences between special education teachers and regular teachers. It did not tell us anything about the quality of teachers. Future research should select samples of teachers in both fields that have been rated as excellent by their supervisors and tested to see if the results of this study are upheld.

Although this study was not vertical, it did indicate that there may be vertical differences. Future research could test a number on incoming teachers and follow them through their studies and careers to see if needs and values do change with training, experience and maturity.

CHAPTER V

SUMMARY

This study used the EPPS and the AVLSV to test seven hypotheses. These hypotheses asked if there was significant difference at the .05 level as measured by the "t" test between experienced teachers of special education and incoming prospective teachers of special education, of experienced teachers of special education and graduating prospective teachers of special education, and of experienced teachers of special education and the college normal samples as published by the test manual. The hypotheses asked the same questions as related to regular teachers of education. In addition, the hypotheses asked if there was a difference between experienced teachers of special education and experienced teachers of regular education. The results indicated that there were fourteen areas of significant difference. The areas of significant difference are as listed:

Hypothesis one: SE-Ex < RE-Ex in endurance

Hypothesis two: SE-Ex > SE-Gr in economic
SE-Ex < SE-Gr in social

Hypothesis three: SE-Ex < SE-In in abasement
SE-Ex > SE-In in heterosexuality
SE-Ex < SE-In in social

- Hypothesis four: RE-Ex > RE-Gr in achievement
- Hypothesis five: RE-Ex < RE-In in succorance
RE-Ex > RE-In in endurance
RE-Ex < RE-In in economic
RE-Ex > RE-In in religious
- Hypothesis six: No significant difference between
SE-Ex and college norm
- Hypothesis seven: RE-Ex < college norm in succorance
RE-Ex > endurance
RE-Ex < economic

The remainder of the 15 subtests on the EPPS and the 6 subtests of the AVLSV showed no significant differences.

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APPENDIX A

APPENDIX A

EDWARDS PERSONAL PREFERENCE SCHEDULE MANIFEST NEEDS

The manifest needs associated with each of the 15 Edwards Personal Preference Schedule variables are:

1. Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they

do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to

participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX B

APPENDIX B
ALLPORT VERNON LINDZEY STUDY OF VALUES
SIX BASIC VALUES

The definition of the six basic values as measured by the Allport Vernon Lindzey Study of Values are:

1. The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world--the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly

"practical" and conforms well to the prevailing stereotype of the average American businessman.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic men make upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity, and other tangible blessings.

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events, such single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience. The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

4. The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social

interest is selfless and tends to approach very closely to the religious attitude.

5. The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

6. The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India,

finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

APPENDIX C

APPENDIX C

RAW DATA

Allport Vernon Lindzey Study of Values

Regular Education

The	Eco	Aes	Soc	Pol	Rel
39	17	56	42	39	47
34	35	35	42	44	50
33	36	48	37	40	46
57	38	38	35	34	38
40	55	28	26	51	40
35	52	33	44	49	27
50	41	39	49	35	26
35	31	41	47	43	43
37	30	49	51	33	40
37	43	34	39	39	48
42	34	52	33	46	33
43	45	38	28	35	51
34	41	32	41	36	56
33	28	36	61	48	34
46	41	29	37	56	31
40	32	43	42	44	39
39	39	50	37	36	39
27	42	35	42	43	51
36	31	32	54	38	49
44	38	53	33	35	37
37	34	60	35	28	46
37	32	48	34	43	46
41	29	43	46	42	39
39	35	57	40	35	34
44	27	37	50	34	48
32	42	37	41	42	46
39	41	46	33	49	32
30	43	33	43	41	45
39	36	31	45	32	57

Allport Vernon Lindzey Study of ValuesSpecial Education

The	Eco	Aes	Soc	Pol	Rel
48	29	54	42	40	27
43	42	46	27	48	29
33	36	36	45	36	54
41	45	41	36	35	42
40	38	44	34	32	52
35	43	39	44	43	36
40	45	37	44	40	34
35	43	55	35	41	31
36	48	43	45	35	33
45	46	44	42	52	11
50	32	35	42	39	42
47	33	37	40	45	39
36	34	47	29	40	54
38	56	36	31	46	33
46	48	32	29	44	41
49	38	45	39	38	41
47	42	49	32	44	26
23	37	47	36	42	55
39	39	45	46	30	41
37	28	52	39	35	49
36	44	29	46	48	37
51	48	29	42	39	31
37	41	46	53	31	32
43	44	26	40	36	51
32	33	36	39	45	55
44	46	37	32	53	28
43	45	42	44	31	35
38	35	39	53	41	34
29	42	38	39	47	45

Edwards Personal Preference ScheduleRegular Education

Ach	Def	Ord	Exh	Aut	Aff	Int	Suc	Dom	Aba	Nur	Cng	End	Het	Agg	C
23	6	5	16	15	16	14	4	21	10	20	18	19	6	7	12
14	12	8	9	11	10	21	12	20	19	11	15	16	20	12	8
10	9	14	17	14	15	19	11	17	14	17	16	18	10	9	10
27	24	9	18	10	16	21	8	11	14	9	21	13	3	6	5
14	13	15	21	9	15	11	11	22	9	10	13	15	16	16	5
15	12	13	13	20	18	12	10	14	7	9	21	18	19	9	6
20	10	13	12	13	16	16	4	11	13	13	18	17	26	8	11
13	10	12	15	11	11	20	7	23	14	11	17	18	18	10	8
13	16	10	17	11	14	19	9	11	16	15	23	10	17	9	10
12	16	15	15	3	20	18	9	9	16	15	19	15	18	10	11
10	7	4	20	14	16	16	11	16	17	14	22	12	20	11	6
15	15	23	12	14	10	16	0	10	23	8	17	24	12	11	7
12	20	18	12	12	16	14	9	9	24	10	20	22	3	9	9
16	13	7	12	15	17	20	6	17	7	16	21	10	20	13	10
16	13	13	9	17	19	14	15	11	12	11	12	14	21	13	9
11	9	10	17	17	14	20	9	19	14	15	11	16	12	16	11
15	13	12	19	12	17	15	7	12	10	15	17	12	26	8	9
6	13	8	13	7	21	21	19	11	22	22	18	12	4	13	13
12	13	12	15	16	13	19	3	19	13	15	19	15	16	10	10
20	11	5	16	14	17	25	13	17	8	7	20	13	11	13	10
16	9	5	15	14	23	20	8	17	8	13	25	8	17	12	11
13	12	8	13	11	18	14	9	16	8	24	19	9	21	15	11
13	11	7	16	13	14	16	7	20	9	14	24	14	20	12	10
19	13	11	9	9	13	26	1	19	17	16	15	14	15	13	11
15	15	16	20	14	17	17	12	12	17	10	10	22	4	9	13
11	13	12	9	7	23	20	14	6	22	21	20	14	15	3	12
8	12	7	19	16	18	11	8	22	17	16	7	15	12	22	13
5	18	13	12	9	22	14	15	6	13	21	16	12	27	7	12
14	21	16	6	6	23	17	7	8	19	27	17	18	8	3	13

Edwards Personal Preference ScheduleSpecial Education

Ach	Def	Ord	Exh	Aut	Aff	Int	Suc	Dom	Aba	Nur	Chg	End	Het	Agg	C
21	8	14	15	20	13	25	2	18	5	11	17	14	13	14	6
10	13	19	16	13	14	11	6	14	19	21	9	10	19	16	11
14	7	15	11	9	12	18	17	18	13	10	11	17	20	18	9
18	9	19	10	10	19	17	4	12	12	23	16	14	15	12	13
12	10	7	23	12	8	25	10	16	15	11	20	9	19	13	12
14	8	10	19	18	16	18	13	4	5	11	28	6	17	13	12
20	13	10	13	14	12	27	4	17	12	9	22	13	13	11	13
12	18	14	17	11	11	15	13	14	16	9	16	13	16	15	7
4	16	5	15	10	19	21	14	12	13	16	21	7	18	19	12
9	10	9	15	9	16	9	22	16	10	18	16	5	23	18	12
21	10	2	17	12	12	25	11	25	13	14	16	3	11	18	15
8	15	12	17	6	20	11	8	13	18	17	23	13	22	7	12
18	13	13	13	15	9	15	11	18	13	16	13	20	13	10	11
16	21	15	9	8	18	13	11	6	22	19	12	19	18	3	6
19	10	9	14	18	14	23	7	14	3	14	14	10	25	16	11
15	17	12	12	12	17	23	9	17	16	17	15	9	13	6	12
15	15	17	9	14	17	8	8	13	14	16	20	7	24	13	6
15	17	8	14	15	16	15	20	6	16	16	19	4	10	19	13
14	13	8	11	14	18	18	11	14	11	14	24	8	14	18	11
3	12	7	10	9	26	21	16	18	20	25	11	6	18	8	12
6	17	14	11	20	18	9	6	8	21	11	24	19	11	15	8
13	6	8	10	13	18	25	12	19	20	15	17	13	13	8	11
12	15	4	16	9	17	22	13	13	11	19	16	14	21	13	12
2	15	22	10	14	18	19	4	8	9	21	21	16	18	12	9
19	9	9	20	12	15	11	11	23	14	12	21	9	18	9	12
21	13	9	22	14	20	8	5	21	5	12	16	12	23	9	14
21	12	5	17	10	18	16	10	16	5	15	26	4	26	9	13
15	9	3	20	8	19	10	24	15	8	23	14	3	25	14	13
18	18	23	12	11	16	15	16	5	17	21	9	22	1	6	12